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AUTHOR Thomson, Janet, Comp.
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ABSTRACT

Results of and recommendations from the responses of 22 Great Falls secondary school language teachers to the Montana Foreign Language Needs Assessment survey are reported. Information presented includes the local teachers' educational background and their perceptions and attitudes about additional training in instructional techniques and testing, course requirements and sequencing, and budget and instructional resources. These are discussed in the context of current state policy and trends in the foreign language teaching profession. Recommendations include: an additional needs assessment concerning obstacles to instruction, global/international training for foreign language teachers, and teachers' personal needs; further district-based staff training in listening, writing, and reading competencies; teacher updating concerning recent trends in foreign language and international studies education; generation of new curricula in all foreign language areas; and general strengthening of foreign language education. Detailed survey response statistics and statewide proficiency guidelines are appended. (MSE)

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GREAT FALLS
PUBLIC SCHOOLS
Great Falls, Montana

1985 FOREIGN LANGUAGE STAFF DEVELOPMENT NEEDS ASSESSMENT LOCAL/STATE RESULTS

COMPILED BY
JANET THOMSON

FL015949

ABSTRACT

All secondary school foreign language teachers in Great Falls, Montana, participated in a State Secondary School Foreign Language Teacher's Needs Assessment in the Spring of 1985. This report contains an analysis of local needs, as compared to national recommendations. Recommendations include a further needs assessment, staff development in oral immersion, listening, writing and reading foreign language.

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SECONDARY SCHOOL FOREICN LANGUAGE TEACHERS

NEEDS ASSESSMENT

LOCAL AND STATE RESULTS

1985

INTRODUCTION

When Congress authorized one hundred million dollars for math and science staff development in 1984, provision was made under the same law for foreign language teacher training. While most of Montana's share of the funding (four hundred-fifty thousand dollars) will be spent on math/science retraining, part of the amount allotted to higher education will be spent to retrain Montana foreign language teachers. Those units are writing one proposal for language immersion training to cover all affected teachers. Several sites for training will be chosen to accommodate the travel needs of teachers. However, only teachers from those districts completing the state math/science needs assessment (Spring, 1985) will be permitted to attend the college-sponsored workshops.

Interest in foreign language declined in the 1970's. According to the NASSP's Curriculum Report (King, 1985), perspectives on foreign language study have changed drastically in the last ten years. The new emphasis on foreign language study is the result of changing conditions,

nationally and internationally. In the report of the President's Commission on Foreign Language and International Studies, it was noted that the inability to speak a foreign language is a "serious and growing liability". The need to communicate with world neighbors in their own language and cultural context was noted. Several other national studies which have noted the need for foreign language study include: "High School: A Report on Secondary Education in America", A Nation at Risk: The Imperative for Educational Reform, and "Critical Needs in International Education: Recommendations for Actions" (King, 1985).

For the past ten years, some experts have advocated increasing studies in foreign language and international studies. While the stage was set (1978 President's Commission on Foreign Language and International Studies, King, 1985) for such change to take place, a series of obstacles prevented change:

1. The back-to-basics movement emphasis on competency in basic skills prevented global education or international studies from being a major movement.

2. Americans continue to disregard/ignore world affairs. In a 1984 survey, one author pointed out that 49% of those surveyed believed that foreign trade was unimportant or harmful to the nation's economy.

3. School and University standards requiring foreign language study were relaxed in the sixties and seventies. Less than 50% of U.S. colleges required language study as a graduation requirement; only 8% of all colleges required language study as an entrance requirement. By comparison, in the late 1950's, 90% of the colleges and universities required foreign language study as a requirement for graduation, and 34% required foreign language study for graduation.

4. Traditional methods of teaching foreign language were continued (King, 1985).

The real need seen is not for more of the same in foreign language education. There is now a need for students to be able to use a language proficiently, not just know the grammar and literature. Proficiency is defined as fluency or communicative competence. The National Commission on Excellence in Education noted in A Nation at Risk (Gardner and others, 1983) that proficiency usually requires four to six years of study. Others vary in their definition of proficiency.

The College Board (Academic Preparation for College: What Students Need to Know and Be Able to Do) outlined the following necessary skills according to Strasheim (1985):

1. Ability to speak and answer questions and maintain simple conversation.

2. Ability to pronounce the language well enough to be intelligible to native speakers.

3. Ability to understand simple questions and statements.

4. Ability to deal with everyday situations in the culture.

The amount or length of time (seat time) spent in study of a language does not equal proficiency. A student might spend four or more years studying a language and still not be proficient. The Foreign Service Institute says one hundred-fifty hours of contact time gives the barest level of survival skills. According to the Foreign Service Institute, proficiency is the product of stress on listening, speaking, reading and writing skills. Proficiency in a language is the key element missing in the classroom presently.

The remainder of this report contains the local and state results of the Foreign Language Needs Assessment. Much of the report is devoted to the feelings of Great Falls foreign language teachers about proficiency training.

The questions asked of teachers on the Foreign Language Needs Assessment are best understood in the context of recent foreign language research. As a result of the changing focus on foreign language, new programs and testing are being advocated. The questions asked on the Montana Foreign Language Needs Assessment reflect the recent changes. Where relevent, recent research will be provided as a part of the discussion.

DEMOGRAPHY

Twenty-two local foreign language teachers answered the state needs assesssment for foreign language teachers. One hundred-fifty-five teachers answered the assessment, statewide. Eight of the local teachers had five or less years teaching experience, while only two had twenty-six years or more experience (Question 4).

Three local foreign language teachers teach French, seven teach German, six teach Spanish while one teaches Latin. Two teach both French and German, while three teach French and Spanish.

EDUCATION

Eighteen local teachers said they hold an endorsement in foreign language, while one said no. Three did not answer.

Seven local teachers said they hold a Master's degree (31.8%) as compared to 33.8% of all Montana foreign language teachers. Statewide, 40.6% of these teachers have a Master's degree in a foreign language; locally, 27.3% (six teachers) have a Master's degree in foreign language.

Since completing the Bachelor's degree, seven local teachers who do not have a Master's degree in foreign language have taken from 0-6 credit hours in foreign language; four have taken from 7-15 credits, and six have taken 24-37 credit hours or more of foreign language.

Eleven local teachers have not attended a regional or national foreign language conference in the last five years. Eight have attended one conference in that time, while only one has attended four or more.

Seven local teachers have not attended any state foreign language conferences in the past five years. Fourteen have attended from 1-4 or more state foreign language conferences in the past five years. All of the local foreign language teachers belong to at least one foreign language association. Six belong to two or more associations.

Only three local foreign language teachers belong to the Classical League. None of the local foreign language teachers is a native speaker of the language which they are teaching.

While preparing to teach a particular language, five local teachers traveled in a country where that foreign language was native, three studied in an immersion language program where only the particular foreign language was used, three traveled and studied in a country where the particular foreign language studied was native, and five not only traveled and studied in a country where the particular languge was native, but also studied in an immersion program.

Since receiving a teaching credential, only three local teachers have not traveled or studied in a foreign country or been in an immersion program.

Nine local teachers have traveled in a country where their foreign language is used in the past three years, and six others have traveled within four to six years.

Twenty local teachers are interested in upgrading oral skills by attending immersion training or by attending seminars abroad. Nineteen said they would be interested in acquiring oral language fluency testing credentials if available by their school system/district.

Seventeen local foreign language teachers believe there is a need for refresher courses to assist foreign language teachers in the retention of their oral skills. Eleven (50%) of the local teachers rate the support of Great Falls Public Schools in providing inservice opportunities for

foreign language teachers to be inadequate. This compares with 62% of the foreign language teachers statewide, who believe local districts do not provide adequate inservice in foreign language.

Seventeen local teachers rate the need for inservice programs in foreign language as moderate to high (77.2%); 75.6% of the teachers statewide saw the need for this.

INSTRUCTION

All of the local foreign language teachers test students on oral fluency tests. Nine use national tests or a combination of national tests, textbook tests or teacher-made tests.

One important benefit of the move toward oral language proficiency training is that oral testing in secondary schools will increase. According to Strasheim and Lafayette (NASSP, 1985), this should signal to the student how important oral skills are.

Eighteen local teachers believe that students who successfully exit their foreign language program can conduct a conversation with a native speaker (81.8%). This compares with 63.7% of teachers statewide.

Eighteen local foreign language teachers believe that students who successfully exit the foreign language program can read a standard newspaper in a foreign language with

good comprehension. While only four (18.2%) of the local teachers believe this is not true, 32.5% of teachers statewide believe this is not true.

Some states have adopted language requirements for high school graduation. Other places (such as Great Falls) have tied the requirement to the type of diploma earned. The New York State Board of Regents has established the most extensive proficiency requirements, according to Strasheim and Lafeyette (NASSP, 1985). The class of 1992 must have at least one unit of second language instruction during grades K-9; the class of 1994 must have two units. Incentives in the form of state aid will be given to districts complying with the requirements. Students who pass the proficiency test by the end of grade nine will receive one high school credit.

Eight local teachers believe that the proper foreign language sequence which should be available at the pre-college level should be eight years. Three teachers feel that a five year sequence should be available, seven believe a four year sequence is adequate, and two believe that a two year sequence is enough.

In Great Falls, about 27.9% of the high school population takes a foreign language (total number = 3641, October 1, 1985). This compares with 19%, the national average number of students enrolled in a foreign language. In 1985, 312 or 17% of the students at C.M.R.H.S. are taking

a first year of foreign language studies. Three-hundred-three, or 16.4% of the students at G.F.H.S. are first-year foreign language students.

One-hundred-forty-seven, or 8% of students at C.M.R.H.S. are taking a second year of foreign language studies. One-hundred-ninety-nine, or 10.8% of G.F.H.S. students are taking a second year (1985).

Twenty, or 1% of C.M.R.H.S. students are enrolled in a third year foreign language class. Thirty-five, or 1.9% of G.F.H.S. students are enrolled in a third year foreign language class in 1985-86.

Study of a foreign language or additional math/science credits are required for the college preparatory diploma in Great Falls. The District exceeds state requirements for admission to college; no Montana college or university requires the study of foreign language prior to college admission.

Twelve local teachers believe that budget problems and scheduling problems are the major obstacle to offering or expanding the foreign language program. (Teachers were not asked about the obstacles cited by King, so no comparison to other studies could be made.)

Fifty-nine percent of the local teachers believe there is a need for a statewide or national curriculum guide in

foreign language instruction. This compares with 57.5% of all Montana foreign language teachers.

In 1982, The American Council on the Teaching of Foreign Language (NASSP, 1985) published proficiency guidelines for listening, speaking, reading, writing and culture in a foreign language. The guidelines are arranged as a sequence of steps used to structure study. The guidelines originated from an oral proficiency instrument developed by the Foreign Service Institute of the U.S. Department of State in the mid 1950's. The Educational Testing Service began using the test when it took over the proficiency testing of Peace Corps volunteers. Others began using the oral language proficiency test as its merits became know. Beginning in 1982, regional and national workshops to train college and university professors in the use of the interview approach were held. According to the NASSP report (1985), some Texas teachers have been tested in an effort to determine the proper proficiency level for certification. Some programs are just beginning to mandate an oral proficiency exam using the Foreign Service Institute instrument or a similar test. It is hoped that teachers who successfully pass the exam will place greater value on oral language proficiency for students.

RESOURCES

The American Council on the Teaching of Foreign Languages' Provisional Proficiency Guidelines are also

beginning to influence materials development, according to the NASSP report (1985). Professors and teachers trained in proficiency testing are beginning to change their curriculum and materials to fit the needs of the new requirements.

Ninety-one percent of the local foreign language teachers rated the textbooks currently used as adequate. Seventy-three percent of the local teachers rate local instructional materials for foreign language as adequate to very adequate, while five teachers (22.7%) believe the instructional materials are not adequate (Question 39).

Ten local teachers said that the library resources in foreign language were inadequate, while twelve teachers felt they were adequate to very adequate

Twelve teachers felt that local foreign language curriculum guides were adequate (54.6%), while nine teachers said they were inadequate. Only thirteen local teachers felt that audio-visual materials were adequate; eight said they were not, and one said he/she did not know. Seventeen local teachers (77.3%) said local audio-visual equipment was adequate to very adequate, while three rated it as inadequate. This compares with 68.1% of teachers statewide who rated such resources as adequate, and 30.6% of teachers statewide who rated resources inadequate.

Indiana has developed its own competency-based curriculum guidelines (Strasheim and Bartz, 1984, see

Appendix). The Indiana guidelines also include ways in which student performance can be evaluated (rating scales, etc.).

ELEMENTARY FOREIGN LANGUAGE

While 3138 Montana elementary teachers were asked questions about foreign language instruction, results are not contained here because few elementary schools in Montana have foreign language programs. In Great Falls, the only foreign language experience provided to elementary students is provided by the American Association of University Women. This organization offers language awareness experiences in several foreign languages to elementary students in selected schools. Volunteers teach the lessons. King, (1985) makes the point that few systems offer foreign language to students under the age of twelve, even though the advantages of early language study are known. In Great Falls, classes were offered to grade seven and eight students until the early 1970's.

Nationally, the average number of students enrolled in foreign language is 19%. About one-fifth of U.S. high schools offer no foreign languages, according to the ASCD report (King, 1985). Few school districts are able to enroll 50% or more of their students in foreign language.

One of the few programs cited by King is the Akron, Ohio, program, where language study begins in sixth grade. The Washington, D.C. International School also received special recognition for the integration of language and international studies. Students work in a foreign language 50% of the time in elementary school. In the middle school years, students take two years of Latin. In the last two years of high school, students follow the International Baccalaureate Program. Others include Flint, Michigan and Livonia, Michigan schools-within-schools programs.

Today, according to King, (1985) three approaches are being used to improve language studies:

1. The National Council on Foreign Language and International Studies (formulated as a result of the 1978 President's Commission on Foreign Language and International Studies) continues to advocate an internationalized curriculum.

2. The American Council on the Teaching of Foreign Languages is concentrating on the improvement of curriculum, guidelines and materials. They have emphasized the development of ways to measure foreign language proficiency.

3. Foreign language and international studies organizations have begun to cooperate to

merge foreign language and global studies. Few prototypes are currently available; however, the Indiana State Department of Education has established Competency-Based Curriculum Guides for Modern Foreign Language Teachers and Administrators, which also include international studies.

CONCLUSION

In conclusion, secondary school foreign language teachers in Montana participated in a needs assessment in the spring of 1985. Some of the questions asked on the needs assessment were limiting: other questions will need to be asked before the true state of foreign language education in Great Falls can be ascertained.

The following recommendations are made:

1. The local Secondary School Foreign Language Teacher's Needs Assessment should be expanded to include a second part. Part two would ask questions about obstacles (as highlighted by King, 1985), questions regarding the training of foreign language teachers in international study/global education, questions regarding listening and writing competencies in foreign language, and at least one open-ended question on personal needs of foreign language teachers.

2. Foreign language teachers are unanimous in the need for further staff development. This

training must encompass all of the areas outlined by King. While the state intends training mainly in the oral immersion area, teachers must also have training in listening, writing and reading competencies in the foreign language. This should be provided by the district.

3. Local foreign language teachers must be updated with regard to recent trends in foreign language/international studies education. It is apparent from the local needs assessment that this update on the literature is needed.

4. Curriculums in all areas of foreign language must be generated. Where curriculums already exist, comparisons should be made to the Indiana model and the Montana competencies model for model competencies in foreign language education.

5. Foreign language education must be strengthened. The research and process to effect a strong secondary school foreign language program exists. The needs established by the state needs assessment should be addressed soon.

SELECTED REFERENCES

Gardner, et al., A Nation At Risk, 1983

King, David C., "Foreign Language International Studies, and Business Ally to Combat Our 'Appallingly Parochial' Curriculum" ASCD Curriculum Update, Summer, 1985, pp. 1-8.

Strasheim, Lorraine A., and Lafayette, Robert C., "Foreign Language Competence: New 'Basic'", NASSP Curriculum Report, Volume 15, no.1, September, 1985, pp. 1-8.

APPENDIX

STATEWIDE NEEDS ASSESSMENT FOR MATH/SCIENCE BILL

QUESTIONNAIRE FOR

SECONDARY SCHOOL FOREIGN LANGUAGE TEACHERS

STATE N = 155
LOCAL N = 22

		LOCAL #	LOCAL %	STATE #	STATE %
1	How many students are enrolled in your school system/district?				
	a. 1-80			12	7.8
	b. 81-300			32	20.9
	c. 301-800			22	14.4
	d. 801-2000	3	13.6	28	18.3
	e. more than 2000	19	86.4	59	38.6
2	Sex				
	a. female	18	81.8	112	72.3
	b. male	4	18.2	43	27.7
3	Age				
	a. 20-24			3	1.9
	b. 25-29	4	18.2	13	8.4
	c. 30-39	10	45.5	61	39.6
	d. 40-45	6	27.3	51	33.1
	e. 46 or older	2	9.1	26	16.9
4	Total years teaching experience.				
	a. 1-5	8	36.4	33	21.4
	b. 6-10	3	13.6	38	24.7
	c. 11-16	6	27.3	39	25.3
	d. 17-25	3	13.6	37	24.0
	e. 26 or more	2	9.1	7	4.5
5	What grade levels do you teach?				
	a. 7-8			10	6.5
	b. 7-9	6	27.3	20	12.9
	c. 9-12	5	22.7	72	46.5
	d. 10-12	11	50.0	35	22.6
	e. 7-12			18	11.6

		LOCAL		STATE	
6	How many years have you taught in the school system/district in which you are presently teaching?				
	a. 1-5	9	40.9	62	40.3
	b. 6-10	3	13.6	36	23.4
	c. 11-16	5	22.7	35	22.7
	d. 17-25	3	13.6	17	11.0
	e. 26 or more	2	9.1	4	2.6
7	Which foreign language(s) do you teach? (Mark all that apply.)				
	a. French	3	13.6	57	33.1
	b. German	7	31.8	34	19.8
	c. Latin	1	4.5	7	4.1
	d. Russian	--	--	1	.6
	e. Spanish	6	27.3	73	42.4
	ab = 2 9.1				
	ae = 3 13.6				
8	Do you currently hold an endorsement in foreign language? (If yes, leave line 9 blank, and skip to line 10. If no, continue to line 9.)				
	a. yes	18	81.8	140	90.9
	b. no	1	4.5	14	9.1
9	If you do not hold an endorsement in foreign language, how many quarter credit hours in foreign language or foreign language education did you complete <u>during your undergraduate program</u>?				
	a. 0-6	3	13.6	5	33.3
	b. 7-12	1	4.5	1	6.7
	c. 13-18			3	20.0
	d. 19-24			1	6.7
	e. 25-30			5	33.3
10	Do you have a Master's degree? (If yes, continue on line 11. If no, leave line 11 blank, and skip to line 12.)				
	a. yes	7	31.8	51	33.8
	b. no	12	54.5	100	66.2
11	If you have a Master's degree, is it in foreign language? (If yes, leave line 12 blank, and skip to line 13. If no, continue to line 12.)				
	a. yes	6	27.3	26	40.6
	b. no	5	22.7	38	59.6

		LOCAL		STATE	
12	If you do not have a Master's degree in foreign language, how many quarter credit hours in foreign language have you completed since receiving your Bachelor's degree?				
	a. 0-6	7	31.8	64	48.9
	b. 7-15	4	18.2	23	17.6
	c. 16-23			13	9.9
	d. 24-36	3	13.6	16	12.2
	e. 37 or more	3	13.6	15	11.5
13	During the past five years, how many regional or national foreign language conferences have you attended?				
	a. none	11	50.0	95	61.6
	b. one	8	36.4	36	23.4
	c. two	---	---	9	5.8
	d. three	---	---	7	4.5
	e. four or more	1	4.5	7	4.5
14	During the past five years, how many state foreign language conferences have you attended?				
	a. none	7	31.8	76	49.4
	b. one	3	13.6	27	17.5
	c. two	1	4.5	15	9.7
	d. three	2	9.1	13	8.4
	e. four or more	8	36.4	23	14.9
15	Are you currently a member of any of the following professional associations? (Mark all that apply.)				
	a. MALT	8	36.4	81	40.3
	b. PNCFL	1	4.5	33	16.4
	c. ACTFL	3	13.6	16	8.0
	d. MLA	4	18.2	5	2.5
	e. none of the above			66	32..8
	ab = 5 22.5				
	abc = 1 4.5				
16	Are you currently a member of any of the following professional associations? (Mark all that apply.)				
	a. AATF	4	18.2	20	12.8
	b. AATG	5	22.7	14	9.0
	c. AATSP	1	4.5	9	5.8
	d. AATSEEL	---	---	---	---
	e. none of the above	12	54.5	113	72.4
17	Are you currently a member of the Classical League?				
	a. yes	3	13.6	7	4.6
	b. no	17	77.3	140	92.1

		LOCAL		STATE	
18	Are you a native speaker of the language you are teaching?				
	a. yes	--------		11	7.1
	b. no	20	90.9	144	92.9
19	During your teacher preparation program, in which of the following activities were you involved? (Mark all that apply.)				
	a. travel in a country where your foreign language is native.	5	22.7	79	32.5
	b. study in a country where your foreign language is native.	--------		61	25.1
	c. study in an immersion program in which only your foreign language was used.	3	13.6	47	19.3
	d. none of the above.	5	22.7	56	23.1
	ab = 3 13.6				
	abc = 5 22.7				
20	Since receiving your teaching credential, in which of the following activities have you been involved? (Mark all that apply.)				
	a. traveled in a country where your foreign language is native.	10	45.5	94	42.7
	b. studied in a country where your foreign language is native.	2	9.1	38	17.3
	c. studied in an immersion program in which only your foreign language was used.	2	9.1	42	19.1
	d. none of the above.	3	13.6	47	21.4
	ac = 3 13.6				
	abc = 2 9.1				
21	How recently have you traveled in a country where your foreign language is used?				
	a. within the past three years	9	40.9	58	37.7
	b. 4-6 years ago	6	27.3	16	10.4
	c. 7-10 years ago	2	9.1	26	16.9
	d. 11-20 years ago	2	9.1	26	16.9
	e. never	2	9.1	28	18.2

		LOCAL		STATE	
22	What kind of oral test(s) do you give to your students? (Mark all that apply.)				
	a. national test	1	4.5	29	10.9
	b. companion test to my textbook series	1	4.5	103	38.9
	c. teacher-made test	6	27.3	125	47.2
	d. I do not give my students oral tests	-------		8	3.0
	ab = 2	9.1			
	ac = 1	4.5			
	bc = 6	27.3			
	abc = 4	18.2			
	abcd = 1	4.5			
23	Do you believe that students who successfully exit your school system's/district's foreign language program can conduct a conversation with a native speaker?				
	a. yes	18	81.8	100	63.7
	b. no	1	4.5	57	36.3
24	Do you believe that students who successfully exit your school system's/district's foreign language program can read a standard newspaper in a foreign language with good comprehension?				
	a. yes	18	81.8	104	67.5
	b. no	4	18.2	50	32.5
25	What length foreign language sequence do you believe should be available at the pre-college level?				
	a. 2 years	2	9.1	17	10.9
	b. 4 years	7	31.8	75	48.1
	c. 5 years	3	13.6	28	17.9
	d. 8 years	8	36.4	36	23.1
26	Which of the following is an obstacle in offering or expanding the foreign language program? (Mark all that apply.)				
	a. budget problems	7	31.8	105	32.7
	b. scheduling problems	1	4.5	117	36.4
	c. staffing problems, i.e., finding staff with the right combination of endorsements	1	4.5	56	17.4
	d. staffing problems, i.e., finding staff with the desired linguistic skill levels	1	4.5	43	13.3
	ab = 7	31.8			
	abcd = 5	22.7			

		LOCAL		STATE	
27	If encouraged by your district, would you participate in periodic upgrading of oral skills by attending immersion training or by attending seminars abroad?				
	a. yes	20	90.9	147	96.7
	b. no	1	4.5	5	3.3
28	Which of the following kinds of incentives would be of most interest to you if you were to participate in periodic upgrading of your oral skills?				
	a. release time	1	4.5	73	26.9
	b. financial support	6	27.3	112	41.3
	c. provision of credit toward advancement on the district pay schedule	6	27.3	80	29.5
	d. am interested in periodic upgrading, but none of the above incentives interest me	---		3	1.1
	e. am not interested in periodic upgrading	2	9.1	3	1.1
	ab = 2 9.1				
	bc = 1 4.5				
	abc = 5 22.7				
29	Would you be interested in acquiring oral language fluency testing credentials if available by your school system/ district?				
	a. yes	19	86.4	114	76.0
	b. no	2	9.1	36	24.0
30	Which of the following kinds of incentives would be of most interest to you if you were to participate in a program to acquire oral language fluency testing credentials?				
	a. release time	4	18.2	69	28.3
	b. financial support	4	18.2	85	34.8
	c. credit toward advancement on the district pay schedule	4	18.2	67	27.5
	d. am interested in acquiring oral language fluency testing credentials, but none of the above incentives interest me	---		3	1.2
	e. not interested in acquiring oral language fluency testing credentials	1	4.5	20	8.2
	ab = 1 4.5				
	bc = 1 4.5				
	abc = 6 27.3				

		LOCAL		STATE	
31	Is there a need for a statewide or national curriculum guide in foreign language instruction?				
	a. yes	13	59.1	88	57.5
	b. no	7	31.8	65	42.5
32	Is there a need for refresher courses to assist foreign language teachers in the retention of their oral skills?				
	a. yes	17	77.3	136	89.5
	b. no	2	9.1	16	10.5
33	How would you rate the support of your school system/ district in providing inservice opportunities for foreign language teachers?				
	a. very adequate	1	4.5	11	7.1
	b. adequate	3	13.6	19	12.3
	c. moderately adequate	6	27.3	29	18.7
	d. not adequate	11	50.0	96	62.0
34	Which of the following inservice opportunities best describes how inservice is provided by your school system/district? (Mark all that apply.)				
	a. PIR days	5	22.7	109	43.6
	b. release time	2	9.1	48	19.2
	c. funds for college courses or attending workshops	1	4.5	9	3.6
	d. local inservice	--------		37	14.8
	e. funds to attend content-type conferences	--------		47	18.8

ab	= 2	9.1
ac	= 1	4.5
ae	= 1	4.5
be	= 1	4.5
abd	= 1	4.5
abe	= 3	13.6
ade	= 2	9.1
abde	= 2	9.1

35	How would you rate the need for inservice programs in the area of foreign language?				
	a. very high	9	40.9	69	43.1
	b. high	5	22.7	48	30.0
	c. moderate	3	13.6	20	12.5
	d. low	3	13.6	17	10.6
	e. no need	1	4.5	6	3.8

36 Which two of the following formats for inservice programs in your region would you be most willing to attend?

	FIRST CHOICE LOCAL #	LOCAL %	STATE #	STATE %
a. weekday sessions	5	22.7	53	34.4
b. weekend sessions	3	13.6	11	7.1
c. evening meetings	2	9.1	9	5.8
d. summer college	3	13.6	29	18.8
e. local summer sessions	9	40.9	52	33.8

	SECOND CHOICE LOCAL #	LOCAL %	STATE #	STATE %
a. weekday sessions	3	13.6	20	13.6
b. weekend sessions	4	18.2	25	16.7
c. evening meetings	1	4.5	22	14.7
d. summer college	6	27.3	30	20.0
e. local summer sessions	8	36.4	53	35.3

LINES 38-43 REQUIRE YOU TO RATE THE ADEQUACY OF THE RESOURCES FOR FOREIGN LANGUAGE INSTRUCTION IN YOUR SCHOOL SYSTEM/DISTRICT. ONE LINE HAS BEEN DESIGNATED FOR EACH RESOURCE LISTED. ON EACH LINE, YOU MAY MARK EITHER a, b, c, d, or e; HOWEVER, MARK ONLY ONE OPTION ON EACH LINE.

	Very Adequate		Adequate		Not Adequate		Very Inadequate		Don't Know	
38 Textbooks										
LOCAL	11	50.0	9	40.9	1	4.5			1	4.5
STATE	75	49.3	67	44.1	6	3.9	2	1.3	2	1.3
39 Instructional materials										
LOCAL	7	31.8	9	40.9	5	22.7			1	4.5
STATE	49	32.2	67	44.1	32	21.1	3	2.0	1	.7
40 Library resources										
LOCAL	1	4.5	11	50.0	8	36.4	2	9.1		
STATE	11	7.2	63	41.4	54	35.5	20	13.2	4	2.6
41 Curriculum guides										
LOCAL	4	18.2	8	36.4	5	22.7	4	18.2		
STATE	21	14.0	50	33.3	45	30.0	25	16.7	9	6.0
42 Audio-visual materials										
LOCAL	2	9.1	11	50.0	6	27.3	2	9.1	1	4.5
STATE	15	10.1	48	32.2	56	37.6	28	18.8	2	1.3

		Very Adequate		Adequate		Not Adequate		Very Inadequate		Don't Know	
43	Audio-Visual equipment										
	LOCAL	7	31.8	10	45.5	3	13.6			1	4.5
	STATE	38	25.9	62	42.2	32	21.8	13	8.8	2	1.4

Competency-Based Curriculum Guidelines
for
Modern Foreign Language Teachers and Administrators

MODERN FOREIGN LANGUAGE GENERIC COMPETENCIES LEVELS I - IV

Editors
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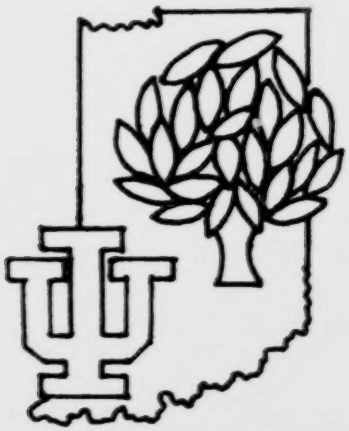

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Division of Curriculum
Indiana Department of Education
Harold H. Negley, Superintendent
State House Room 229
Indianapolis, Indiana 46204

Office of School Programs
Indiana University
Larry F. Campbell, Director
Wright Education 253
Bloomington, Indiana 47405

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State Foreign Language Consultant
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Indiana State Department of Education

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Office of School Programs
Indiana University
Larry F. Campbell, Director
Wright Education 253
Bloomington, Indiana 47405

THE TASK FORCE ON MODERN FOREIGN LANGUAGES

Jerome Baker, German
Columbus East High School

Mary M. Carr, Spanish
President, Indiana Foreign Language Teachers Association (IFLTA)
Lawrence North High School, Indianapolis

Erika Griffith, German
Greenfield-Central High School

Sharon Hensley, French
Carmel High School

Judith Morrow, Spanish
Bloomington High School South

Ruth Nelson, French
John Marshall High School, Indianapolis

Rodney Swearingen, Spanish
Jeffersonville High School

Co-Chairpersons

Walter H. Bartz
State Foreign Language Consultant
Division of Curriculum
Indiana State Department of Education

and

Lorraine A. Strasheim
Coordinator for School Foreign Languages
Office of School Programs
Indiana University

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USING THESE GUIDELINES

Step One: Becoming Familiar with the Rationale for the Guidelines

Although the concept of competency-based curriculum guidelines may initially seem threatening, most teachers will find that there is much more that is familiar than unfamiliar in these guidelines. One reason for this is that Indiana classroom teachers--teachers of French, German, and Spanish--prepared them. A second reason for their familiarity is that every effort has been made to move closer to one of the profession's greatest goals--the integration of communication and culture at every level of modern foreign language instruction.

The first step in dealing with these guidelines is to familiarize yourself with their purposes and organization. You will want to pay particular attention to the Introduction and the section on Evaluating the Competencies, noting that the emphasis is upon the teaching and evaluation of all the skills, emphasizing the listening and speaking skills, in cultural contexts.

Step Two: Familiarizing Yourself with the Content of the Competencies

Once you have become acquainted with the purposes for which these guidelines are intended and the spirit in which they are being distributed, the second step is to study the competencies for the levels you teach in some depth. As you deal with the competencies themselves, you should note that:

- **** the proficiency statement that introduces the competencies for a given level represents the students' global communicative competence at the conclusion of that level;
- **** only a few of the competencies will call for any changes in your teaching techniques and/or evaluation procedures; and
- **** as much aid as possible is being offered to teachers, including the option of defining equivalent competencies in order to achieve the best "fit" possible with your school's curriculum and teaching materials.

These guidelines are being issued in the first year of the six-year adoption cycle to help you to achieve the best curricular "match" possible by the "midterm" of that cycle, that is, once you are thoroughly

acquainted with both the strengths and weaknesses of the materials adopted in your school system and how to supplement them effectively. The overarching goal is competency-based modern foreign language instruction in Indiana by 1990--not by 1985 or 1986.

Step Three: Identifying those Competencies with "Fit"

As you study the competencies, you will find some--in any or all of the four levels represented in the guidelinges--that automatically have "fit" with your instructional goals, teaching practices, and evaluation procedures. The third step is to begin using those competencies with "fit" as they become appropriate. As in the guidelines themselves, you should give some "weight" to those competencies involving the oral skills.

Keep in mind as you begin to work with competencies in your foreign language program that the intent of a competency-based curriculum is not to spend the last segment of a semester or a school year in testing; rather, the competencies defined for a level should be tested as they become appropriate throughout the school year.

Step Four: Defining Equivalent Competencies

As you gain confidence in using competencies in evaluating student progress, you will discover areas that these guidelines have omitted, for no guidelines of this kind can "fit" the wide range of textbooks that have been adopted in Indiana schools. It is at this stage that you will want to define equivalent competencies to meet the needs of the curriculum in your particular foreign language sequence. As you both initiate and progress in this process, keep the emphasis on global skills and the oral skills in so far as is humanly possible.

Step Five: Defining the Competencies for Each Level of Instruction in YOUR School or School District

As you reach the "midterm" of the textbook adoption cycle, you should have enough experience and confidence in implementing competency-based instruction to begin defining those competencies which constitute the proficiency to be attained in each of the levels taught in your school's or district's modern foreign language sequence. This process will involve both selecting competencies from these guidelines (or the specific-language guides as they become available) and defining equivalent competencies as they are required. This is the final step: defining the competencies for each of the levels taught in a given school or corporation in each of the languages offered. These competencies, then, should serve as the major criteria for the selection of teaching materials in the 1990 state textbook adoption.

As you begin defining the competencies for your school or corporation, you should be prepared for the facts that:

1. even though you and your colleagues may be using the same generic guidelines, the competencies for French, German, and Spanish will not necessarily be the same;

2. you, as an individual working alone or as a member of a teacher team, will have to "adjust" the competencies to fit varied teaching patterns--such things as multi-level classes or utilizing the same textbook or set of teaching materials for three semesters and the like;

3. it may be necessary to study the competencies in two levels of the guidelines to find those with the best "fit" in your situation, using the Level I and II competencies in the guidelines, for example, to find the best models for the first level as it is implemented in your school or corporation; and

4. the definition of competencies is an ongoing process, for as teachers increase their skills and find better teaching materials the evaluation procedures must also be adapted--probably at three-year intervals.

Help Is Available

Teachers or faculties desiring help should feel free to contact either Dr. Walter H. Bartz, the State Foreign Language Consultant, or Lorraine A. Strasheim, the Indiana University Coordinator for School Foreign Languages, whose services are available without charge. Dr. Bartz can be addressed at the Indiana Department of Education, Ms. Strasheim at Indiana University-Bloomington; both addresses are on the title page. Teachers wishing to call Dr. Bartz can reach him at (317) 927-0111. Ms. Strasheim may be reached at (812) 335-5090 or the Office of School Programs toll-free number for Indiana 800-832-4775.

A Note to Teachers in the Elementary Schools

Because the number of elementary school programs is small and there is such a wide diversity in scheduling patterns and contact times, it has been impossible to define competencies for this level of schooling. These guidelines, however, can be utilized as models by teachers in the elementary schools in their efforts to formulate appropriate competencies for their pupils.

INTRODUCTION

> The Commission recommends the establishment of . . . language proficiency achievement goals for the end of each year of study at all levels, with special attention to speaking proficiency.
>
> Strength through Wisdom. The Report of the President's Commission on Foreign Language and International Studies. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1979, page 42.

Foreign-language education has changed dramatically since the last curriculum guidelines were issued by the then Indiana Department of Public Instruction in 1963. Those guidelines were, by and large, lists of phonological, lexical, and structural items to be mastered at each level of instruction. Today's emphasis, however, is upon the development of student skills or proficiency integrated with cultural learnings.

These generic guidelines, which have been developed with an eye toward the twenty-first century as well as on the immediate future, subsume linguistic learnings, that is, phonology, lexicon, and structure in competencies. These competencies, in turn, are the components of the global skill--the proficiency--to be achieved at each level of instruction.

These generic competencies are designed to serve a variety of functions in foreign-language education in Indiana, including:

1. providing a model for the integration of communicative, cultural, and linguistic learnings in foreign-language curricula and instruction;

2. helping teachers to move toward the designing of skills- or competency-based curricula and instruction;

3. assisting teachers in their efforts to improve instruction and evaluation, especially in dealing with the listening and speaking skills;

4. serving as guidelines for the development of specific-language competency-based curriculum guides in French, German, and Spanish in the near future; and

5. offering guidance in the less commonly taught languages (e.g., Arabic, Chinese, Japanese, Russian, Swahili) as they emerge in Indiana schools.

The major goal of these guidelines and those yet to come is to assist Indiana foreign-language teachers in their ongoing efforts to prepare the young people in this state to become culturally sensitive and communicatively competent travelers, students, and/or workers in other societies and cultures in the world, to interact positively and more effectively with the native speakers they meet and work with in this country, and to evolve more of those capabilities needed for productive citizenship in Indiana, the United States, and the world.

A FOREIGN LANGUAGE PHILOSOPHY

A student who has learned a second language should be a better:

INDIVIDUAL for having compared his or her own language and culture to another.

LEARNER for being able to listen, speak, read, and write in another language.

PRODUCER for adding a vocational or avocational opportunity using a second language.

CITIZEN for tolerating others and their points of view.

CONSUMER for learning different economic obligations of self, family, and society.

FAMILY MEMBER for understanding social units here and elsewhere.

Patterned after Second Languages in Oregon Schools. Salem: Oregon Department of Education, 1978, page 7.

THE FORMAT OF THE COMPETENCIES

Generic Cultural Context

The identification of those broad general cultural topics which are common to a majority of the modern foreign language textbooks (French, German, and Spanish) adopted in Indiana. There are nine such broad categories: Travel/Transportation; the "World" of the Target Language; School and Education; Family and Home; Leisure Time; Meeting Personal Needs; World of Work; Fine Arts; and Politics and History.

Specific Cultural Situation

This section defines a narrow topic (e.g., Professions; Geography) or a situation in which the student must be prepared to function (e.g., Getting Around in the City; Ordering a Meal).

Basic Task

This section defines what the student must actually do in order to perform--apply information s/he has learned, organize information, and the like.

Communicative Competence

This is a finite description of what the student's performance is to be.

Skill(s)

A description of the skill or skills involved in performing the communicative competence.

Linguistic Content

This section defines the kinds of lexicon and structural knowledge necessary to the preparation of students for the competence defined or its equivalent. It should be noted that these competencies can be utilized at various points throughout the semester or school year and that they lend themselves to various levels of complexity.

Evaluation Schema

This column offers teachers guidance in many different ways of evaluating student performances, especially in dealing with assessing the students' skills. The rating scales identified can be found in the later section "Evaluating the Competencies."

EVALUATING THE COMPETENCIES

> A test of communicative competence "if it is to be a valid one, must parallel a real communication situation as closely as possible. How can such a test be graded? There are two important criteria: first, the evaluation must be on the ability to communicate and not upon the 'other' elements, such as exact pronunciation and grammatical structures; second, the results of the scoring must be sufficiently reliable. In the evaluation of a communication test, there may be a tendency to confuse the purely linguistic abilities of the student with communicative competence. The result of this mixture is the diminution of the validity of the test. It is therefore essential that the examiner base the grade solely on the students' ability to communicate well in a given situation."[1]

A major element in any curriculum guide which defines the proficiency to be achieved at each level of instruction is the evaluation and testing component to be utilized in assessing each of the competencies comprising that proficiency. Pencil-and-paper fill-in-the-blank tests are not capable of measuring global communicative skills, that is, communicative competencies, in reading, writing, listening, and especially speaking.

The measurement of the competencies outlined in this guide, especially those that involve oral communication, can be accomplished in several ways through:

1. direct oral interview testing procedures;
2. simulation or roleplaying of real communicative situations; and
3. listening comprehension tests based on real communicative contexts.

The administration of speaking tests will usually require a one-to-one or a teacher with a small group situation and the use of some type of rating scale. If a teacher does not have access to such rating scales in his or her current textbook series, the following are suggested for use in scoring both oral and written communicative competencies.

Comprehensibility Scale[2]

General Definition: Comprehensibility refers to the ability of the student to convey meaning and to make himself or herself understood.

Scale Level Definitions	Points
Comprehended some phrases or word clusters.	1
Comprehended short simple sentences.	3
Comprehended all of what student said or wrote.	5

Amount of Relevant Information Scale[2]

General Definition: Amount of communication refers to the quantity of information relevant to the communicative situation the student is able to convey.

Scale Level Definitions	Points
Very little relevant information was conveyed by the student.	1
A fair amount of relevant information was conveyed by the student.	3
Most or all relevant information was conveyed by the student.	5

Structural Accuracy of Communication Scale[2]

General Definition: Structural accuracy of communication refers to the linguistic (grammatical) correctness of the student's statements.

Scale Level Definitions	Points
Very few statements were structurally correct.	1
Many statements were structurally correct	3
Most or all statements were structurally correct	5

Level of Performance Scale

General Definition: The purpose of this scale is to evaluate whether or not the student is performing at the level of the class for which s/he is enrolled. This scale should only be used at the higher levels of instruction--Level III and above.

Although the student may perform well on the three previous scales, his or her performance may still reflect very simple language in terms of structure and syntax and thus s/he does meet the criteria for a Level III or above class. This is a scale for a Level III student.

Scale Level Definitions	Points
The communication is more appropriate to Level I with minimal responses, the use of simple sentences, and frequent requests for slowed speech or repetition of the question(s).	1
The communication is more appropriate to Level II, for although the student converses somewhat more extensively than a rank beginner, s/he does not provide details or use compound or complex sentences.	3
The communication is appropriate to Level III, in the amount of communication, the use of compound and/or complex sentences, and the more detailed information.	5

In adjusting the scale for use with Level IV students, the teacher might use Levels II, III, and IV, adding:

> The communication is appropriate to Level IV, for the student is an interesting communicator, providing details, solving problems, improvising as necessary, and persuading or arguing as necessary.

It should be noted that the kinds of rating scales described above are not necessarily applicable to or usable with every communicative competency. Those competencies involving the receptive skills--listening comprehension and reading--may best be evaluated by testing instruments and procedures already being utilized by teachers or those published to accompany textbooks.

Although the scales listed are all "three level" scales, it is suggested that the point system be 1 point for the lowest level, 3 points for the second level, and 5 points for the highest level in each scale in order to provide a broader numerical range of scores and eliminate the need to work with fractional or decimal scores. An average of 3 points on the competencies being evaluated is considered a satisfactory mastery level for the achievement of the competencies.

Notes

1. Cathy Linder, editor, Oral Communication Testing: A Handbook for the Foreign Language Teacher. Skokie, Illinois: National Textbook Company, 1977, page 5.

2. The first three scales were adapted by the Task Force from evaluation scales developed by Renate A. Schulz and Walter H. Bartz and cited in Cathy Linder (above), pages 6-7.

LEVEL ONE PROFICIENCY

Grades

4-6 7-8 9 10 11 12

Instruction at this level introduces students to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary of the language in beginning to develop elementary listening, speaking, reading and writing skills. While the early stages of Level I are devoted to "skill getting" activities, i.e., phonetic and grammatical drills and exercises, there should be increased "skill-using" activities to develop the students' communication skills including:

1. Listening comprehension exercises of increasing difficulty;
2. Guided and structured oral communication tasks in phonetically acceptable language;
3. Reading graded and glossed materials; and
4. Writing correctly the language which can be produced orally.

Cultural learning, presenting the "life-way" of the society, should be an integral part of all language learnings.

By the end of Level I, a modern foreign language student should be able to:

1. Participate in brief conversations over familiar topics, with some concentration on meeting very basic travel and personal needs, using simple sentences and asking for slowed speech or repetition when necessary;

2. Comprehend the spoken language in the form of directions, commands, questions, and structured conversations and simple narrative descriptions;

3. Read graded narrative and cultural materials over familiar topics;

4. Write any language that can be produced orally;

5. Understand the appropriate behavior and etiquette in a limited number of social situations; and

6. Demonstrate increasing awareness of other world areas and views.

Some of the competencies defined for Level I represent vicarious experiences to be anticipated when traveling in the "motherland" or other countries in which the target language is spoken, other competencies are preparation for the kinds of social interactions that can be anticipated as student fluency grows.

Minimal Level I proficiency is the ability to perform fifteen (15) of the competencies defined or their equivalents. To achieve Level I mastery, students should be able to perform twenty (20) of the competencies or their equivalents. Gifted and talented students should be capable of all the competencies established for this level or their equivalents.

THE LEVEL ONE COMPETENCIES

Generic Cultural Context: THE "WORLD" OF THE TARGET LANGUAGE

Specific Cultural Situation: Geography

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Learned Information	Given a map of the world, the student will be able to locate and pronounce the names of ten countries (cities) in which the target language is spoken.	Reading/ Speaking	Vocabulary: names of countries/cities Phonology: pronunciation, word stress, phoneme-grapheme relationships	Accuracy of places located and pronunciation
	Given a map of the "motherland," the student will be able to write in the identifications of at least ten geographic points (mountains, rivers, major cities, etc.).	Writing	Vocabulary: names of mountains, rivers, cities, etc. Structure: spelling of place names	Accuracy of location and spelling
Identifying Relationships	Given a map of the "motherland," the student will be able to locate geographic points in respect to one another. Examples: What city is north of X? What city is located on the Y river?	Listening/ Speaking	Vocabulary: names of geographic points, directions, prepositions Structure: prepositional phrases	Accuracy of oral response

Generic Cultural Context: LEISURE TIME

Specific Cultural Situation: Television

Organizing Information	Given an authentic TV schedule from the target culture, the student will identify at least three hours of programs s/he would like to watch, identifying program names, times, and days of the week on which they are broadcast.	Reading/ Speaking	Vocabulary: numbers, days of the week, program names Structure: time expressions, verbs of wanting/liking	Structural Accuracy of Communication Scale

Generic Cultural Context: LEISURE TIME

Specific Cultural Situation: Sports

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Learned Information	The student will respond to a letter from an imaginary penpal identifying those sports in which s/he is involved in each of the four seasons of the year.	Reading/ Writing	Vocabulary: personal pronouns, seasons, weather, names of sports Structure: verbs associated with sports, form of an informal letter	Accuracy of written letter

Specific Cultural Situation: Expressing Preferences

Identifying Likes and Dislikes	The student will respond to a taped "letter" from a penpal describing his/her likes and dislikes in music, in sports, in weather, on TV, and the like.	Listening/ Speaking	Vocabulary: names of sports, music terms, weather expressions, program names, etc. Structure: expressions of likes/dislikes	Structural Accuracy of Communication Scale

Generic Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Family Relationships

Applying Learned Information	Given a culturally authentic family tree, the student will be able to answer questions about the relationships depicted. Examples: Who is Mary's brother? How many sisters does John have? What's Jim's father's name?	Reading/ Speaking	Vocabulary: names of family members, numbers, names Structure: possessives	Accuracy of oral response

Generic Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Family Relationships

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Introductions	Given an imaginary visit by a foreign student, the student will "introduce" each member of his/her family, giving at least one fact about each.	Speaking	Vocabulary: names of family members, descriptive adjectives Structure: possessives, expressions of introduction	Structural Accuracy of Communication Scale

Specific Cultural Situation: Living Quarters

Applying Learned Information	In an effort to describe his/her home to an imaginary penpal, the student will draw and label a floorplan of his/her house or apartment, including one sentence explaining what is done in each room or whose room it is.	Writing	Vocabulary: rooms of house, appropriate verbs (eating, sleeping, etc.) Structure: possessives, present tense, prepositional phrases	Accuracy of written "labels" and descriptive sentences

Specific Cultural Situation: Food and Meals

Applying Learned Information	The student, simulating a trip abroad, will write a postcard home to his/her teacher describing a meal s/he has had as a guest in a home in the target culture.	Writing	Vocabulary: names of foods, dishes, beverages, breads, etc. Structure: past tense, postcard format	Accuracy of format and written work

Generic Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: The Daily Schedule

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Learned Information	Given a series of times and days of the week, the student will explain what s/he normally does at that time. Examples: What do you do at 7:00 a.m. on Sundays? What are you doing at 2:15 p.m. on Tuesdays?	Listening/ Speaking	Vocabulary: days of the week, numbers, daily activities Structure: present tense, telling time	Accuracy of oral response
Personalizing Information Learned	The student responds to an imaginary penpal's description of his/her weekly schedule with a comparable schedule of classes and school activities. (May reflect the present time, last year's schedule, or a schedule the student will have in the future, depending upon the desired emphasis.)	Writing	Vocabulary: names of school courses and activities, days of the week, numbers Structure: telling time, present, past, or future tense (may involve comparatives)	Accuracy of written work

Specific Cultural Situation: Classroom Directions

Applying Learned Information	Given a series of commands by the teacher, the student will perform the appropriate actions. Examples: Go to the blackboard and write your name. Open your book to page 53. Take out paper and a pencil.	Listening	Vocabulary: classroom furniture, tools Structure: imperatives, classroom directions	Accuracy of student actions

Generic Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: The School Plant

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Personalizing Information Learned	The student roleplays a situation in which s/he shows a foreign student through his/her school, identifying the various rooms by the courses or activities held there.	Speaking	Vocabulary: names school areas and courses Structure: demonstratives, present tense, prepositional phrases	Comprehensibility Rating Scale

Generic Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Long-Distance Travel

Identifying Modes of Transportation	Given an itinerary involving X number of destinations and originating and terminating in his/her hometown, the student will describe the various modes of transportation s/he will use in taking this trip.	Writing	Vocabulary: names of geographic places, modes of travel, verbs associated with travel Structure: prepositional phrases of motion and location, present or future tense	Accuracy of written work

Specific Cultural Situation: Travel within a Country

Identifying Modes of Transportation	Given an imaginary itinerary within a country speaking the target language, the student will describe the various modes of transportation s/he "used" in traveling from place to place.	Writing	Vocabulary: names of geographic places, modes of travel, verbs associated with travel Structure: prepositional phrases of motion and location, past tense	Accuracy of written work

Generic Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Getting Around in the City

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Map Reading	Given a map of a part of a city, the student will listen to a series of directions as to how to get to a specific place, indicating the directions by drawing arrows on the map.	Reading/ Listening	Vocabulary: names of places, streets, landmarks directions (north, west, left, straight ahead, etc.) Structure: prepositional constructions, imperatives	Accuracy of written work

Specific Cultural Situation: Obtaining Lodging

Applying Learned Information	Given a chart that includes information about a specific hotel, the student will listen to a conversation between the hotel clerk and a tourist, circling on his/her chart the things that will be included in the price the tourist will pay.	Reading/ Listening	Vocabulary: numbers, money, service terms (breakfast, bath, parking, etc.) Structure: verbs associated with prices, costs, services	Accuracy of written work

Specific Cultural Situation: Introductions

Applying Learned Information	Given brief oral descriptions of five different people s/he has met on a train, including their names (an elderly gentleman, a woman traveling with her infant daughter, a doctor, etc.), the student will both greet each orally and take leave of each.	Listening/ Speaking	Vocabulary: proper names, descriptive terms Structure: expressions of greeting and leave-taking, proper forms of address	Structural Accuracy of Communication Scale

Generic Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Food and Meals

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Learned Information	Given an authentic menu, the student will listen to a conversation in which two people are ordering a meal and indicate on his/her copy of the menu what each has ordered.	Reading/ Listening	Vocabulary: names of dishes, beverages, breads, etc. Structure: verbs of wanting and wishing personal pronouns expressions of amounts	Accuracy of written work

Generic Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Shopping

Applying Learned Information	Given two or three items found in six to eight different kinds of shops, stores, or markets in the target culture, the student will identify the shop, store, or market by name in a complete sentence.	Reading/ Writing	Vocabulary: names of shops, stores, markets, products Structure: prepositional phrases, passive or impersonal expressions	Accuracy of written work
Buying a Product	The student, with the teacher serving as a salesperson, roleplays a situation in which s/he is a customer, doing the following: a. inquiring as to the cost of a specific item (a blouse, shirt, a tote bag, a patent medicine, etc.); b. inquiring as to the item's availability in other sizes (colors, price ranges, etc.); and c. asking where s/he may find a totally unrelated item.	Speaking	Vocabulary names of products, sizes, colors, descriptive adjectives, numbers Structure: expressions of inquiry, cost	Comprehensibilit Rating Scale

Generic Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: The Weather

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Learned Information	In a series of mini conversations, the student's "foreign mother" describes the weather and the student response appropriately as to what s/he must wear or do in view of the weather. "Mother": The temperature is 5 degrees Celsius and it's raining. Student: I'll take my umbrella? or Where's my umbrella? or May I borrow an umbrella?	Listening/ Speaking	Vocabulary: numbers, weather expressions, items of clothing associated with the weather Structure: Celsius scale, verbs of wearing, taking, borrowing	Structural Accuracy of Communication Scale

Specific Cultural Situation: Using the Telephone

Applying Learned Information	Given an alphabetized list of shops and services, the student will tell the teacher: a. whom s/he would call in the following circumstances; and b. the telephone number. You are hungry. You need a particular medication. You are the first person at the scene of an accident. You are looking for a particular book. Your car has broken down. You have a stomach ache and fever. Auto Repair 872-8634 Ambulance 872-6142 Bookstore 872-4567 Doctor 871-4140 Pharmacy 873-8197 Restaurant 873-7515	Reading/ Speaking	Vocabulary: numbers, descriptive adjectives, Structure: expressions related to needs, inquiry mode, present tense	Structural Accuracy of Communication Scale

Generic Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Making Requests

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Making Requests	Given a series of situations, the student will make an appropriate request. a. You need to borrow a book (pencil, money. b. You need to find/have something (i.e., there is no fork at your place setting). c. You need permission to go somewhere or to do something.	Listening/ Speaking	Vocabulary: names of a variety of tools or items Structure: inquiry mode, expressions related to requesting and needing	Comprehensibilit Rating Scale
Responding to Requests	Upon hearing a series of requests, the student will respond appropriately either verbally or through physical actions.	Listening/ Speaking	Vocabulary: numbers, verbs of requesting, interrogatives Structure: questions, expressions related to requesting	Structural Accuracy of Communication Scale plus appropriateness of physical resp

Specific Cultural Situation: "Small Talk"

Self-Expression: States of Being	Given a series of situations, the student will respond by describing his/her state of being. It's 7:00 p.m. and you didn't have lunch. — I'm hungry. It's December and you are outside waiting for a bus. — I'm cold. You have been playing soccer all afternoon. — I'm tired.	Listening/ Speaking	Vocabulary: adjectives, expressions, and idioms related to states of being Structure: expressions of states of being	Structural Accuracy of Communication Scale

Generic Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: "Small Talk:

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Self-Expression: Feelings	Given a series of situations from an imaginary trip to one of the cultures speaking the target language, the student will explain how s/he felt at the time.	Listening/ Speaking	Vocabulary: expressions of feelings, descriptive expressions Structure: past tense	Structural Accuracy of Communication Scale

LEVEL TWO PROFICIENCY

Grades

7-8 9 10 11 12

Instruction at this level opens with a systematic review of the Level I work. While the emphases in Level I are on phonology, basic grammar, and the listening and speaking skills, Level II concentrates on the mastery of syntax, the expansion of vocabulary, and the reading and writing skills. Instruction should provide for the students' increased ability to:

1. Listen to and acquire information;
2. Express themselves more freely and with greater linguistic sophistication in discussions, simulations, roleplaying situations and conversations;
3. Read, comprehend, and discuss edited expository materials; and
4. Write synopses, short compositions, and letters with accuracy and appropriate idiomatic expression.

The cultural studies integrated with the language studies at this level are focused on more "life-way" study for the most part.

By the end of Level II, a modern foreign language student should be able to:

1. Converse somewhat more extensively--requesting information or assistance, describing events in his/her life or that s/he has studied, initiating some discussions, performing social functions, and meeting routine travel and personal needs.

2. Comprehend the spoken language well enough to acquire and organize structured information;

3. Read for information especially on cultural topics;

4. Write short compositions on familiar topics, structured letters, outlines and synopses, and fill out some of the forms encountered in the culture; and

5. Demonstrate a broader knowledge of social behavior and values in the "motherland."

Many of the competencies defined for Level II extend to applying the information learned in different contexts and organizing the knowledge being acquired. The emphasis is still upon functioning as a traveler or a student in one or more of the societies in which the target language is spoken.

Minimal Level II proficiency is the ability to perform twenty (20) of the competencies defined or their equivalents. To achieve Level II mastery, students should be able to perform twenty-five (25) of the competencies or their equivalents. Gifted and talented students should be capable of all the competencies established for this level or their equivalents.

THE LEVEL TWO COMPETENCIES

Generic Cultural Context: WORLD OF JOBS

Specific Cultural Situation: Professions

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Associating Jobs, Products, and Places of Work	Roleplaying a situation in which s/he is helping a foreign student whose English is weak, the student explains what each of several professions do in a sentence or two, identifying product or place of work or both (nurse, pilot, baker, etc.).	Speaking	Vocabulary: names of professions, products, places of work Structure: direct objects, prepositional phrases (may involve relative clauses)	Comprehensibility Rating Scale

Generic Cultural Context: SCHOOL AND EDUCATION

Specific Cultural Situation: Weekly Schedule of Classes

Applying Learned Information	Simulating the role of a student in one of the cultures speaking the language, the student will write two journal entries--one describing the school day just past and one describing the plans s/he has for the next day which s/he has off.	Writing	Vocabulary: names of courses, activities, areas about the school Structure: past and future tenses	Accuracy of written work

Generic Cultural Context: LEISURE TIME

Specific Cultural Situation: Sunday with the Family

Applying Learned Information	The student roleplays a situation in which s/he is having a "home stay" in one of the cultures speaking the target language and writes a letter to his/her teacher describing how s/he and the host family spent a Sunday.	Writing	Vocabulary: names of family members, family activities Structure: past time, letter format	Accuracy of written work

Generic Cultural Context: LEISURE TIME

Specific Cultural Situation: Attending a Special Event

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Learned Information	The student will roleplay a situation in which s/he has attended a special event like the Tour de France, a bullfight, or a Fasching celebration and write a description of five things s/he saw there in a letter to a classmate.	Writing	Vocabulary: words relevant to the event, verbs of action, descriptive adjectives Structure: past time, letter format	Accuracy of written work

Specific Cultural Situation: Bringing Back Souvenirs

Applying Learned Information	The student will roleplay a situation in which s/he has visited one of the countries speaking the target language and describe at least three souvenirs s/he brought home that are typical of that society.	Speaking	Vocabulary: names of products and regions of country, descriptive adjectives Structure: subordination, causal relationships	Amount of Relevant Information Rating Scale

Generic Cultural Context: THE WORLD OF THE TARGET LANGUAGE

Specific Cultural Situation: Geography

Applying Learned Information	The student will roleplay a situation in which s/he has won a trip around the "world" to ten cities and/or countries that speak the target language, identifying the places s/he will visit in the order in which s/he plans to go.	Speaking	Vocabulary: names of geographic sites Structure: sequencing and ordering, future time	Structural Accuracy of Communication Rating Scale
Applying Learned Information	The student will identify in writing the places in the "world" of the target language to which s/he would have to go in order to experience a variety of opportunities (skiing, a bullfight, etc.).	Reading/ Writing	Vocabulary: names of places, activities, sports, holidays, etc. Structure: future or conditional expressions, prepositional phrases	Accuracy of written work

Generic Cultural Context: THE WORLD OF THE TARGET LANGUAGE

Specific Cultural Situation: The Contemporary Scene

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Learned Information	Given a list of famous people from societies in which the target language is spoken (famous sports figures, musical performers, etc.), the student will identify each in a complete sentence description.	Reading/ Writing	Vocabulary: names of celebrities and their areas of expertise, countries of origin, etc. Structure: present and past time, relative clauses	Accuracy of the identifications and the written work
Applying Learned Information	The student will describe one of the cultures other than the "motherland" in regard to one particular aspect (geography, sports, products, etc.) in a 3-minute lecturette to the class.	Speaking	Vocabulary: relevant lexicon associated with geographical features, sports, etc. Structure: descriptive language	Amount of Relevant Information Rating Scale

Generic Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Food and Meals

Using Table Etiquette	Given a series of oral commands by the teacher, the student will orally perform according to the directions given. Examples: Ask for more meat. Decline more bread. Compliment a dish.	Listening/ Speaking	Vocabulary: names of foods, dishes, beverages, etc. Structure: imperatives, expressions of requesting, questioning, declining, and complimenting.	Structural Accuracy of Communication Rating Scale

Generic Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Food and Meals

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Learned Information	Roleplaying that s/he is visiting a family in the target culture, the student will write his/her teacher a letter explaining the times at which meals take place and two typical meals s/he has had.	Writing	Vocabulary: foods, meals, beverages, dishes, descriptive adjectives Structure: telling time, past time, letter format (may include expressions of liking and disliking)	Accuracy of written work

Specific Cultural Situation: Living Quarters

Personalizing Information Learned	The student will roleplay a situation in which s/he is showing a foreign student his/her room, showing him/her around the house, and explaining any facilities (toilet, shower, etc.) that may operate differently in preparation for the foreign student's stay there.	Speaking	Vocabulary: rooms of house, facilities (closet, toilet, etc.) Structure: present tense, prepositional phrases, subordination	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Parties

Personalizing Information Learned	The student will roleplay a phone call in which s/he describes a party s/he has held for a family member, including the time, place, some of the people in attendance, and some of the gifts given or the games played.	Speaking	Vocabulary: numbers, places, family members, menu items, gifts, games Structure: telling time, past time, subordination	Comprehensibili Rating Scale

Generic Cultural Context: FAMILY AND HOME

Specific Cultural Situation: Entertaining

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Learned Information	Roleplaying a situation in which s/he will be hosting a foreign student for a weekend, the student will plan at least one day of meals and activities (e,g., meeting family friends, touring the city, etc.).	Writing	Vocabulary: meals, foods, dishes, beverages, activities, places Structure: telling time, subordination, future tense, sequencing	Accuracy of written work

Specific Cultural Situation: Conveying Personal Information

Synthesizing Information	The student writes a letter to an imaginary penpal in the target culture, including the following: a. a short description of each member of his/her family; b. a brief description of the house or apartment in which his/her family lives; and c. questions asking the penpal about his/her family and living quarters.	Writing	Vocabulary: descriptive adjectives, family members, rooms of the house Structure: formation of questions, letter formation, subordination	Completeness and accuracy of written work

Generic Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Food and Meals

Selecting a Restaurant	Given two authentic menus, representing two restaurant window signs, the student will select a restaurant in which to eat, explaining at least two reasons for the choice s/he has made.	Reading/ Speaking	Vocabulary: dishes, numbers, currency, descriptive terms Structure: causal relationships, expressions of preference	Structural Accuracy of Communication Rating Scale

Generic Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Food and Meals

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Ordering a Meal	Given an authentic menu and a set amount of money to spend, the student will, with the teacher serving as waiter or waitress, order a complete meal s/he can "afford."	Reading/ Speaking	Vocabulary: dishes, beverages, currency Structure: expressions of requesting, ordering	Completeness of the meal, meeting the budget, and a Comprehensibility Rating Scale
Ordering a Meal	Given authentic menus, the student will be able to select at least a 3-item breakfast and a 3-item lunch and figure up the cost.	Reading/ Speaking	Same as above	Comprehensibility Rating Scale
Applying Learned Information	Roleplaying a situation in which s/he and a friend will be out sightseeing all day, the student will describe the type of "pickup" or picnic lunch they can eat in a park.	Speaking	Same as above plus snack foods	Comprehensibility Rating Scale

Specific Cultural Situation: Getting Around in the City

Map Reading	Given a map of a part of a city with directions indicated by arrows, the student will orally give directions based on the map.	Reading/ Speaking	Vocabulary: names of streets, landmarks, directions (east, left, straight ahead) Structure: imperatives, sequencing, ordering	Structural Accuracy of Communication Rating Scale